

Inspection report for early years provision

Unique reference number	EY344731
Inspection date	16/11/2011
Inspector	Debbie Newbury

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder registered in 2006. She lives with her husband and two children aged nine and five years close to the centre of Kingston-upon-Thames in Surrey. Children have access to all areas of the home and there is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight at any one time, of which not more than three may in the early years age group. There are currently three children in the early years age group on roll. Children attend on a part-time basis. The childminder undertakes school runs as necessary and regularly takes children to local childminding groups, the library, parks and other places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in a warm, welcoming and inclusive environment. The childminder has a lovely, gentle manner and she creates a calm, peaceful atmosphere. Children are well cared for and have mostly good opportunities to learn about keeping themselves safe. They make good progress in their learning and development although arrangements for involving parents in this process are not fully developed. The childminder reflects on the service she provides and is therefore well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- carry out regular evacuation drills with children to help develop their understanding of what to do in the event of it being necessary to evacuate the premises in an emergency
- encourage parents to contribute to their children's observations and assessments to promote a joint approach to supporting children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role with regard to safeguarding. Children play in a safe and secure home because the childminder is

vigilant about monitoring areas where they spend their time and making use of appropriate safety features. Comprehensive records of risk assessment are maintained. The childminder has successfully addressed recommendations made at her last inspection. All required documentation is maintained well.

The childminder organises her home effectively, enabling children to move around freely and play in comfort. Thus, they gain confidence in their surroundings. They see photographs of themselves and have their artwork displayed. Children access a broad range of play materials, the effective organisation of this means children can make their own decisions about what they do.

The childminder has a positive attitude towards childminding. She reflects upon the service she offers and actively seeks the views of parents and children as part of this process. As a result, she identifies her strengths and most areas for further improvement.

The childminder recognises and values the individuality of each child in her care and ensures she is well informed about their backgrounds and individual needs. Children learn about diversity and celebrate differences in society through the provision of relevant resources, activities and discussions. The childminder also shares her own cultural background with them, for example by singing them songs in her home language and providing opportunities for them to try food, which they may be unfamiliar with.

Parents are very happy with the care their children receive, noting that the childminder 'provides a wonderful, caring environment for children'. The childminder provides parents with copies of her written policies and procedures and encourages settling-in visits. A daily informal exchange of information is supplemented by a written diary for young children, illustrated with photographs. She regularly sends home the journals she is keeping to track children's progress for parents to look at. However, parents do not contribute to these to promote a more cohesive approach to supporting and extending their children's learning. The childminder has taken positive steps to ensure she is aware of what children are learning about at school and she supports this at home.

The quality and standards of the early years provision and outcomes for children

Children are supported in making good overall progress towards the early learning goals and gaining skills for future learning. They benefit from a day that is planned around their normal routines. Children attend different childminding or toddler groups or visit the library. Such outings enable children to develop their social skills, play with different resources and learn about their local community. The childminder also plans outings to different attractions and other places of interest during holiday times. Children often travel by bus on these occasions, which adds to their adventures. Different cause and effect resources, such as press button toys for young children and a toy camcorder for older children, enable them to learn about technology in a fun way. Young children show an interest in learning

as they explore the toys available to them in the company of the childminder who sits alongside and facilitates their play. They are encouraged to build towers of stacking cups and to roll a ball backwards and forwards, which effectively promotes their developing co-ordination. They clearly enjoy these games and persevere well. Young children initiate games of peek-a-boo as they go and hide by the side of the sofa, secure in the knowledge that the childminder will play along. The childminder effectively supports young children's developing language skills through lots of positive interaction. She talks to them, asks questions, introduces vocabulary and helps them make links. Hence, when playing with peg puzzles, she names the different animals featured and the sounds associated with them, for instance 'dog - the dog says woof, woof' and encourages them to have a go at repeating these simple words. The childminder completes observations on children and uses the information gathered to consider the next steps in their learning. At present, information gathering is a little disjointed but the childminder has been reviewing the methods she uses so that it is more coherent. This continues to be work in progress.

Strong, trusting relationships are clearly evident with young children looking to the childminder for reassurance. She is aware of their need for this and provides this support, which adds to their sense of security. Children are proud of their achievements and they often look to the childminder to see if she has noticed what they have done. She responds with lots of praise. The impact of this is that children's developing self-esteem and confidence is fostered successfully.

The childminder has devised some simple risk assessment records for children to use to help them understand how to keep themselves safe. These cover such aspects as sun safety and include simple words and pictures of things to remember. However, children have limited opportunities to develop their understanding of what to do in the event of a fire as the childminder does not practise evacuation drills with them on a regular basis.

Children benefit from the effective measures the childminder implements to minimise the spread of infection and promote good standards of hygiene. Children eat healthily and enjoy lots of fresh air and exercise. The childminder regards this as a daily 'must do' activity. She chooses to walk in preference to using the car and takes children to the park every day.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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